Guide for CAMHD Providers:
Changes to the Monthly Treatment and Progress Summary (MTPS)
Effective July 1, 2008

You will notice some changes in the MTPS as we transition from MTPS 2005 to MTPS 2008. These changes reflect feedback from providers regarding the MTPS, recent additions to the evidence-based treatment literature, and frequent write-in responses. This document is intended to serve as a guide to these changes.

I. Added Diagnosis Fields:

Axis I Primary Diagnosis

Axis I Secondary Diagnosis

Axis I Tertiary Diagnosis

Axis II Primary Diagnosis

Axis II Secondary Diagnosis

II. Added New Treatment Targets:

1. **Adaptive Behavior/Living Skills** – – Targets development of skills related to independent living, social functioning, financial management, and self-sufficiency that are not better captured under other codes such as personal hygiene (#33), self-management/self-control (#43), social skills (#47), housing/living situation (#22), or occupational functioning/stress (#28).

2. **Adjustment to Change** – Refers to targeting a youth's global response to a life transition or specific challenge (e.g., change of school, living situation, treatment transition or discharge, etc.).

3. **Housing/Living Situation** – Refers to finding or stabilizing an appropriate living situation for a youth.

4. **Occupational Functioning/Stress** – Issues related to career interests, seeking employment, obtaining work permits, job performance, or managing job stress or strain that are not better characterized under other targets (e.g., anxiety).

5. **Pregnancy Education/Adjustment** – issues related to helping a pregnant youth prepare and adjust to parenthood.

III. Added New Intervention Strategies:

1. **Behavioral Contracting** – Development of a formal agreement specifying rules, consequences, and a commitment by the youth and relevant others to honor the content of the agreement.

2. **Care Coordination** – Coordinating among the service providers to ensure effective communication, receipt of appropriate services, adequate housing, etc.

3. **Cultural Training** – Education or interaction with culturally important values, rituals, or sites with no specific practices identified.

4. **Discrete Trial Training** – A method of teaching involving breaking a task into many small steps and rehearsing these steps repeatedly with prompts and a high rate of reinforcement.

5. **Goal Setting** – Setting specific goals and developing commitment from youth or family to attempt to achieve those goals (e.g., academic, career, etc.).

6. **Individual Therapy for Caregiver** – Any therapy designed directly to target individual (non-dyadic) psychopathology in one or more of the youth's caregivers. If the therapy for caregivers involves marital therapy or communication skills (both of which are dyadic), those are not coded here, unless there are additional services for individual caregiver psychopathology, in which case all that apply should be coded.

7. **Personal Safety Skills** – Training for the youth in how to maintain personal safety of one's physical self. This can include education about attending to one's sense of danger, body ownership issues (e.g., "good touch-bad touch"), risks involved with keeping secrets, how to ask for help when feeling unsafe, and identification of other high-risk situations for abuse.

8. **Physical Exercise –** The engagement of the youth in energetic physical movements to promote strength or endurance or both. Examples can include running, swimming, weight-lifting, karate, soccer, etc. Note that when the focus of the physical exercise is also to produce talents or competence and not just physical activity and conditioning, the code for "Skill Building" can also be applied.

IV. Modified the Names of Some Intervention Strategies (definitions are the same)

OLD NAME ----------------------> NEW NAME

Cognitive/Coping ---------------> **Cognitive**

Commands/Limit Setting ------> **Commands**

Directed Play --------------------> **Attending**

Ignoring/DRO -------------------> **Ignoring/Differential Reinforcement of Other Behavior**

Parent Praise ---------------------> **Parent/Teacher Praise**

Parent-Monitoring --------------> **Parent/Teacher Monitoring**

Peer Modeling/Pairing ---------> **Peer Pairing**

Twelve-Step Programming ---> **Twelve-Step Program**